

College and Career Literacy

Lesson Preparation

Daily Lesson 2	READING	
	TEKS	Ongoing TEKS
	E1.24B	E1.26A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors use a repertoire of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts. — How important is literacy for your future? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Career 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Independent Reading novels (1 per student) Note card (1 per group) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 05B Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Determine how you will group students for the purpose of completing the Performance Indicator. These groups should be different from the "Book Chat" groups formed for the Independent Reading assignment. Refer to: Teacher Resource: English I Unit 05B Reading Appetizer. Prepare accordingly. 	
Background Information	<p>This Instructional Routine partially assesses Performance Indicator: <i>"In a small group, use available online and print resources to study a selected career. Discuss the purposes of the resources and the most important details. Create a visual representation (e.g., pamphlet, digital presentation, web page, display board) to inform others about the career. Share the information with the class."</i></p>	
Teacher Notes		

Instructional Routines

Daily Lesson 2	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Select a topic of study and generate questions to guide research.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Introduce the Performance Indicator: <i>"In a small group, use available online and print resources to study a selected career. Discuss the purposes of the resources and the most important details. Create a visual representation (e.g., pamphlet, digital presentation, web page, display board) to inform others about the career. Share the information with the class."</i> Clarify expectations as needed. 3. Ask: What is the difference between a job and a career? Discuss responses, and remind students that the focus of this task is on a career. 4. Instruct students to do a Quick Write in the Reader's Notebook listing careers they are interested in exploring. Create a class list of careers. 5. Ask: What do we need to know about a possible career to decide to pursue it as a long-term goal? Discuss responses, generating a class list of questions that would need to be answered. Have students record questions in the Reader's Notebook. 6. Divide students into pre-determined groups. Explain that as a group, they will select one career as the focus of their study.
Learning Applications	<ol style="list-style-type: none"> 1. In small groups, students discuss interests and decide on one career to study. Groups determine how to best accomplish the research task. 2. Students engage in Independent Reading. 3. Confer with small groups to provide guidance as necessary.
Closure	<ol style="list-style-type: none"> 1. Ask: Why is it important to have a plan before beginning your study of a career? Discuss responses. 2. Exit Slip: Each group writes their career choice on a note card. Collect note cards.